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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the effects of various cooking methods on the taste and appearance of food. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

**Can you see
the taste?**

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing

To make the most of all the experiences which are available to trainees in the workplaces.

To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.

To help trainees see the relationships between things learnt on- and off-the-job.

To base the assessment of achievement upon trainees' actual performance in tasks.

To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This work-based project is based on the carefully guided discovery of the effects of various cooking methods upon both the taste and the appearance of food, and it requires the trainees to work both On-and Off-the-Job, using a full range of core skills.

CORE SKILLS

The core skills of Number, Communication Problem-solving and practical, are covered throughout the project. The Action Plan is presented in a manner that each part concentrates on one particular core skill group. This is not done to the exclusion of other core skill groups.

WHERE IT CAN/COULD BE USED

In any placement where food is cooked and then presented to the customer, e.g., restaurants, industrial catering units, self-service or counter service food outlets, etc.

STAGES IN TRAINING PROGRAMME WHERE PROJECT COULD BE USED:

It is likely to be most useful near the end of the trainee's year and particularly for those following the City & Guilds 706/1 and 707/1 courses.

LINKS WITH OTHER WBP'S

The project as a whole can be used linked to other work-based projects, such as:

- Fire
- Use of a Microwave Oven
- Don't Eat Germs
- Reply in an Instant
- Storage & Service of Wine.

Adaptation/Modification

In principle it could be broadened to include an even wider range of cooking methods, but in doing so there should be no substantial change to the core skills concerned.

REVIEWS AND ASSESSMENT

There are phased reviews throughout the project, that are completed with the co-operation of the supervisor and off-the-job tutor.

At the end of the project a Record of Achievement Form is provided. This final assessment of progress achieved should be discussed and agreed by the supervisor, the off-the-job tutor and the trainee. Further practice or training needs should also be recommended.

SUMMARY

This work-based project is based on carefully guided discovery of the effects of various cooking methods on both taste and the appearance of food. It covers the core skills of operating with numbers, measuring & marking out. Finding out and providing information, planning, decision making, preparing, carrying out and finishing off a practical task. It is likely to be most useful near the end of the trainee's year, and it can also be integrated with City and Guilds 706/1 and 707/1 courses.

It is intended that this project be carried out on- and off-the-job, as a means of assisting integration and as a link between two clear parts of OTF 8 — that of food preparation and food service.

SUPERVISOR'S NOTES

1. Please ensure the trainee reads the whole project before starting and that all queries are dealt with.
2. The trainee will certainly need help at some stage. It is better if that help is in the form of guidance to allow the trainee to develop solutions for themselves.
3. Try to make some time available each day in order to help trainees assess progress.
4. Particularly go through the review after each part of the action plan.
5. A record of progress achieved is provided at the back of the booklet. Please discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.
6. Please liaise and work with the off-the-job tutor to ensure the success of the project and particularly when assessing the trainee.

OFF-THE-JOB TUTORS NOTES

The options open for the use of this project are wholly on-the-job, wholly off-the-job, or as a link between the two. In either of the latter two, you will certainly need to give the trainee help.

In particular, your help will be needed in —

- Part 1: Finding out about various cooking methods. Finding out the French names of foods. Constructing a list.
- Part 2: Working out cooking times and temperatures.
- Part 3: Guiding the trainee in finding information from suppliers.
- Part 4: Planning visits to other units.

LIAISON & ASSESSMENT

Please liaise with the supervisor at all stages of the project and particularly during the phased review. Discuss the final assessment of progress achieved with the trainee and agree if any further practice or training is needed.

Names

TRAINEE.....

SUPERVISOR.....

TUTOR

Times

Please fill in the table below to show the time you spent on this work-based project.
The first column has been filled in as an example.

DATE	21/1/83				
START	9.30				
FINISH	12.30				
TIME SPENT	3 hours				

BACKGROUND

This project is about a range of opportunities designed to give you experience necessary to be able to put together a menu that is balanced in its application of cooking methods, presentation and taste. It focuses on cooking methods and taste and reinforces the adage that 'People eat with their eyes'. Logically presented, it starts with identifying food in general, then cooking methods, following on to examine how different service methods can affect the appearance of food.

SITUATION

On- or off-the-job — in a commercial kitchen and restaurant where the combined opportunities for food preparation and food service exist.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the Purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life, as CORE SKILLS are part of every activity both at work and outside work.

Purposes	Core skills practised
1. To FIND OUT cooking methods for various menu items and To FIND OUT the traditional French terms for these menu items	FINDING OUT information by speaking to other people. 6.1 FINDING OUT information by observing. 6.2 FINDING OUT information from written sources. 6.2
2. To CHECK the condition and quality of foods by using different cooking methods and To WORK OUT correct cooking times and temperatures for the cooking methods used.	CHECKING the quality and condition of products. 11.4 WORKING OUT numerical information. 1.2 MEASURING weight, volume or other properties. 4.3
3. To COMPARE the merits and COSTS of different items of equipment and To DECIDE which new equipment you would recommend.	COMPARING the relative costs and benefits of buying or using goods and services. 5.2 DECIDING between alternative courses of action. 10.3
4. To PLAN visits to other units to identify different types of food service.	PLANNING how to find information. 9.7

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an Assessment Form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

Step 1: Cooking Methods

LIST the cooking methods with which you are familiar.

SORT them into four main methods of cooking.

Visit your service area at mid-day and

FIND OUT through observation, reading the menu and asking questions, the means by which each of the items was cooked.

Do this on five different days, making a LIST of the items on the menus and recording against each the methods of cooking.

Note also one other method by which the item could be cooked, e.g., fried potatoes may be offered on the menu, but potatoes may be boiled, baked or poached.

FIND OUT by asking questions why the particular method of cooking was chosen for each of the items.

Step 2: French Terms

FIND OUT what is the traditional foreign language of cookery.

FIND OUT what Pommes de Terre frites means in English and what method of cooking is used.

FIND OUT by asking questions and from reading menu books if any of the items on your list have foreign names that indicate the method of cooking. Add them to your list.

CHECK that your list shows:

- (a) All the items on your menus, over a five-day period.
- (b) The method of cooking.
- (c) Another way of cooking the same item.
- (d) The foreign title of the dish.

Keep your list safe. You will need it later on in the project.

REVIEW: Ask your supervisor to check your list and to decide if it would be practical to design your display menu to show both the English and the traditional foreign name of the items to be served.

PART 2

Step 1: More About Cooking Methods

FIND OUT the difference between roasting and baking.

FIND OUT what are the differences in appearance of roast and baked potatoes.

FIND OUT what are the differences in taste.

CHECK the condition of a baked potato and a roasted potato and make notes on:

- a) appearance
- b) taste
- c) condition

NOTE the differences which result from the different cooking method

Next, FIND OUT the cooking times and temperatures for:

- a) Roast Lamb
- b) Sponge cake
- c) Bread

Now, WORK OUT from the information, the cooking times and temperatures needed when providing enough of a, b and c above, for 20 people.

Step 2: Frying — Cooking Times & Temperatures

FIND OUT in what ways the methods of frying and roasting are similar and what the differences are.

FIND OUT, the dangers associated with the frying method

FIND OUT what safety precautions you should take.

FIND OUT the recommended temperature for oil in a deep fryer when cooking chips.

Use a cooking thermometer, READ THE THERMOMETER AND MEASURE the temperature of the fat immediately before and after the chips are placed in it.

ASK your supervisor to give you the opportunity to carry out this experiment with both chips made from fresh potatoes and those taken straight from the freezer.

RECORD your findings on what happens to the temperature of the oil for both fresh and frozen chips.

FIND OUT what will be the effect on the quality of the chips if too many are cooked at the same time, using the information you have found out about the temperature changes of the oil when food is added.

Look at the list you made at the beginning of the project:

Choose five foods that can be fried and

FIND OUT what the cooking temperature of the fat should be for each.

WORK OUT the recommended cooking time for ten portions of each item

Does your list tell you about Sautéing?

- FIND OUT — in what ways it is different from frying
— what foods on your list could be cooked by this method.

Step 3: Boiling and Poaching

FIND OUT and record the difference between boiling and poaching.

USE the cooking thermometer to measure and record the temperature of the water being used for

- a) boiling.
- b) simmering.
- c) poaching.

How would boiling, simmering or poaching affect the taste and appearance of these foods:

meat
fish
eggs
fruit

Which of the methods appears on the list that you made.

Would a different method of cooking the item affect:

- a) the calorie intake of the customer?
- b) the dietary needs of the customer?

MAKE A NOTE OF YOUR FINDINGS.

Step 4: Grilling

FIND OUT and record the definition of "grilling".

From your list, identify 10 items that could be grilled and FIND OUT and RECORD the correct cooking temperature for each item.

Select a menu item that could be either grilled or fried.

Cook a portion of the item by grilling, cook another portion by frying and COMPARE and RECORD the differences of

- a) time
- b) quality
- c) appearance
- d) taste.

REVIEW With your supervisor, discuss the different cooking methods you have identified and resulting from this, the final appearance of the food. You may be able now to suggest to your supervisor, alternative methods of cooking certain menu items in your workplace to enhance the finished appearance and taste of the food.

PART 3

Cooking Equipment

Not only must food be cooked by the correct method in order to produce the desired end product, it must also be cooked using the right equipment.

FIND OUT and record which companies supply commercial cooking equipment to catering establishments.

PLAN how to make contact with these suppliers to **FIND OUT** what commercial cooking equipment they manufacture.

Collect as much information from the suppliers as possible, and

DECIDE for which cooking method each item of equipment would be the most suitable.

From the information you have collected **COMPARE AND CONTRAST** the merits and costs of the equipment in order to decide which one(s) would be an advantageous addition to your workplace.

REVIEW: Discuss the information you have collected with your supervisor and explain why you have chosen a particular item of equipment.

PART 4

Food Service

In Part 2 of the Action Plan you will have found out that the means by which you cook food affects both the appearance and the taste — service does not affect the taste — but it can affect the general appearance of a dish.

PLAN a number of visits to other units to enable you to see all types of food service. Your plan should include the opportunity to see

Plated Service
Silver Service
Counter service
Self service.

CONSIDER the information that you have found out, and **PLAN** how to **PRESENT** it to your supervisor and colleagues in such a way as to show the differences between each type of service.

Think about the title of this work-based project — "Can You See The Taste?" — the answer is, of course, No — but now we can realise that presentation is equally important and that the chef can affect both the appearance and the taste by choice of cooking method and cooking medium, and presentation to the customer.

REVIEW: Discuss with your supervisor the different types of service you saw on your visits. Perhaps you could make suggestions on alternative methods of food presentation that will make the food look more appetizing.

TRAINEE REVIEW

What have you learned in completing this project. Look back at the Purposes in this booklet — this may help you.

DISCUSS WITH YOUR SUPERVISOR

1. If you achieved these Purposes in completing the project.
2. Were any parts of the Action Plan too difficult — which ones? How did you overcome the difficulties?
3. Were any parts too easy? Which ones? Why did you find those particular parts easy?
4. Which was the most interesting part of the Action Plan?
5. How can you build on this project.
 - a) By using the practical aspect at home.
 - b) By linking it with other projects that you would like to do.
 - c) By transferring the skills and experiences you have gained in other job situations.

SUPERVISOR REVIEW

This review should be carried out by both the supervisor and the off-the-job tutor.

1. Please refer to the Supervisor's and Off-the-Job Tutor's Notes.
2. Please read the questions included under the Trainee Review.
3. Refer to the listed Purposes, and decide with the trainee if these were achieved in completing this project. Complete the Trainee's Record of Progress Achieved Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.
4. If further practice or training is needed in some area, take positive action to ensure that it happens. It may mean repeating part of the project or starting a new one.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: **CAN YOU SEE THE TASTE?** Trainee's Name:

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. To find out cooking methods for various menu items and To FIND OUT the traditional French terms for these menu items	6.1	FINDING OUT information by speaking to other people.			
	6.3	FINDING OUT information by observing			
	6.2	FINDING OUT information from written sources			
2. To check the condition and quality of foods by using different cooking methods and To work out correct cooking times and temperatures for the cooking methods used	11.4	CHECKING the quality and condition of products.			
	1.2	WORKING OUT numerical information.			
	4.3	MEASURING weight, volume or other properties.			
3. To COMPARE the merits and COSTS of different items of equipment and To DECIDE which new equipment you would recommend.	5.2	COMPARING the relative costs and benefits of buying or using goods and services			
	10.3	DECIDING between alternative courses of action			
4. To PLAN visits to other units to identify different types of food service.	9.7	PLANNING how to find information			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:— Trainee: Supervisor: Tutor: